THE KENTUCKY FRAMEWORK

FOR

WORLD LANGUAGE LEARNING

A CoreText

(*Vision* 1.1)

ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

GUIDING PRINCIPLES

The Kentucky World Language Frameworks
- is an evolving, organic resource for all stakeholders;
- should propel language learning;
- should stimulate change to promote increased opportunities for student learning and credentialing; and
- reflects the academic spectrum of expertise.

World Language Instruction Should
- engage all students to achieve at high levels;
- center on the student as an active, constructive participant;
- focus on authentic, creative communication;
- meet local, state, and national standards;
- infuse culture and content with language;
- start at the earliest possible age;
- promote cultural understanding and community connections; and
- be guided by teachers who are connected to their local and professional community.

World Language Learners
- reflect varied backgrounds, abilities and learning styles;
- come to language learning with varied goals and objectives;
- progress at various rates; and
- should have access to instruction which is holistic.

World Language Teachers
- reflect varied backgrounds and experiences;
- demonstrate an enthusiasm for teaching and life-long learning;
- possess a high level of proficiency in the target language(s) and a strong knowledge of culture;
- reinforce and enrich core content for assessment;
- participate in the professional community and employ current best practices;
- interact with the target culture through substantive and ongoing experiences;
- take advantage of professional development opportunities and organizations; and
- need time and resources for implementing effective programs.

RATIONALE

Why Learn World Languages?

Kentucky students, like those across the United States, live in an increasingly **multicultural community and global economy**. As they grow, our students will interact more frequently face-to-face and technologically, at work and during their free time, with individuals from diverse cultural and linguistic backgrounds. It is, therefore, vital that all Kentucky students be provided the rigorous curriculum of a "world" class education to prepare them to participate actively and ethically in our pluralistic society.

Toward that end, the **Kentucky Educational Reform Act's Goals and Academic Expectations** placed great importance on the development of strong communication and intercultural skills. Kentucky's students are all called upon to demonstrate proficiency in literacy by speaking, writing, and reading—be it in their first, second or third language:

- 2.27 Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.

- **2.28 Students understand and communicate in a second language**.

Kentucky students expected to demonstrate effective inteculurality by interpreting and adapting to the perspectives, practices and products of different cultures.

- **2.17 Students interact effectively and work cooperatively with the diverse ethnic and cultural groups of our nation and world.**

In keeping step with the rest of the country, the **Council on Postsecondary Education** acknowledges the need to prepare Kentucky students for a plurilingual world by including world language competence in Kentucky's pre-college curriculum. They set **minimum standards of two units in the SAME world language** for all students entering a 4-year Kentucky college or university beginning in fall 2004. Students who exceed minimum standards and receive the **Commonwealth Diploma** must continue their study of a world language through a 4th or 5th year Advanced Placement course.

Competence in a non-native language and its culture prepares students to **understand and appreciate other ways of thinking**. It helps students develop a keener insight into literature, history, the humanities, and human behavior. It helps students express themselves with more fluency in their native language and maneuver and negotiate more knowledgeably in unfamiliar environments. Learning another language and culture leads to the development of global perspectives that, consequently, eliminates barriers to social tolerance and peaceful coexistence. Language learning internationalizes education and allows students and teachers to communicate and collaborate with their peers and those in business, government and community agencies both at home and abroad. In short, learning another language prepares students for productive citizenship in Kentucky and in the world.

What Approach to Language Learning?

The Kentucky World Language Curriculum Frameworks advocates the implementation of second language programs as early as possible, including preschool and kindergarten. Recent research tells us that **second language acquisition** occurs best when begun at an early age and is best sustained through solidly designed sequential programs that are horizontally and vertically aligned. **Language learning** occurs at a later age, and, while not impossible, is more difficult to achieve and results in a less native fluency.

The **benefits of early language learning** are many. Communicative experiences to learn another language before the window of opportunity closes at around age 9 or 10 allows a child to develop near-native sound patterns. Brain researchers have documented the positive effects of early language learning on children's cognitive development. The "best practices" of language instruction use cross hemispheric strategies that help create neurological connections which increase a child's total learning capacity. Some research suggests that this results in heightened creativity and better complex problems solving skills and enables students to achieve greater intellectual flexibility (Bruck, Lambert, and Tucker, 1974; Hakuta, 1986; Weatherford, 1986).

All language learning programs **should address the National Standards for Foreign Language Learning** and **focus on developmentally appropriate experiences** that:
• build communicative and cultural competence;
• support and develop first and second language literacy;
• reinforce the Core Content for Assessment;
• address the multiple intelligences and students' individual learning styles;
• offer students meaningful opportunities beyond the classroom walls; and
• present an ethical and authentic approach to culture.

In **preschool, kindergarten, and primary grades** the emphasis should be on oral language development. Instruction should be in the target language and should involve teachers engaging children in activities that include conversation, music, Total Physical Response, games, and hands-on projects. Often, basic skills and knowledge can be taught or reinforced by target language activities that address core content for assessment (i.e., addition, fitness, colors).

Building on this communicative experience, **middle school** programs should increase content-related, integrated, and thematic instruction and introduce career topics and service-learning activities that embed culturally authentic contexts and connect the student to the community. Strategies such as Total Physical Response Storytelling, cooperative work, and community-based projects work well with pre-adolescents.

High schools must be prepared to meet the needs of every entering student. This includes providing access to a range of study from beginning level through Advanced Placement, specialized language study (i.e. Spanish for Agriculture, Business German or French, online beginning courses for less commonly taught languages) and work experience (i.e. as airport hospitality guides for international flights, in migrant worker day care facilities). A variety of authentic and meaningful communicative opportunities should be made available to students. These might include e-pals, collaborative projects with international partner schools, back-to-back student exchanges, work with community agencies that help immigrants, etc. Administrators will be called on to think "outside the box" and utilize resources such as Kentucky Educational Television and Kentucky Virtual High School, hire international Visiting Teachers, and use creative credentialing practices. At all levels of instruction, heritage language speakers should be included in meaningful ways and be provided challenging learning opportunities.

Meeting the lofty goals expected all Kentucky students can be achieved when administrators, teachers, parents and other stakeholders contribute to a **supportive learning environment** and provide a **robust curriculum**. This means that:

(1) adequate time and resources be provided for students to develop and retain the linguistic and cultural knowledge to which they are exposed;

(2) teachers receive the preservice training and professional development to support high levels of language proficiency and knowledge of successful pedagogical practices; and

(3) the academic and greater community acknowledge the value of learning a non-native language and culture and the potential it holds to build character and develop a productive and ethical society.

KENTUCKY PROGRAM OF STUDIES

World Language (Foreign Language)

In an increasingly interdependent world, dealing with the international market and developing cross-cultural understanding are paramount. Second language study plays a vital role in preparing students for living in a global society. Academic Expectations 2.27 and 2.28 state that students will recognize and understand the similarities and differences among languages, and understand and communicate in a second language. Elementary and middle school second language programs, particularly full or partial immersion programs, capitalize on the natural capacities of children to imitate and assimilate the sound and structural system of a language. Although single or multi-language exploration programs of short or long duration do not stress language skills, they do build cultural awareness. Secondary programs may either build on previous learning or initiate new knowledge.

The curricular framework of a second language program encompasses five organizing principles: communication, cultures, connections, comparisons, and communities.

*   **Communicating** in a language other than English is central to second language study, whether that communication is in the form of conversation, writing, or through the reading of literature.

*   Mastery of the language cannot be achieved without a knowledge and understanding of the **cultures** in which it is used. The understanding of the perspectives and beliefs of other cultures greatly improves students' abilities to function in a global environment.

*   The study of second languages offers **connections** to other content areas, thus allowing students opportunities to reinforce their learning and skills in other disciplines.

*   Second language study provides insights into students' native languages and culture. Through **comparisons** of other cultural and linguistic systems, the study of second languages helps students develop critical thinking skills.

*   Knowledge of other languages and cultures prepares students for life and work in multilingual and multicultural **communities**.

KENTUCKY CONTENT FOR WORLD LANGUAGE PROFICIENCY

Frequently Asked Questions

What Is the Kentucky Content for World Language Proficiency

The Kentucky Content for World Language Proficiency is a **description of the minimum competences** a Kentucky world language student should demonstrate at each level of a sequential program of study to meet the pre-college curriculum requirement. Beginning in 2004. Effective in fall 2004, that regulation requires students to complete two units high school study in the same world language or demonstrate equivalent competence.

What is the purpose of this document?

The purpose of the document is **to show what a student in a Kentucky school should know and be able to do** at the end of each segment of World Language study and provide a guide for the students' continuous progress. This document is also intended as a guide for districts seeking to expand their world language programs to the middle, intermediate or primary levels.

Model foreign language programs allow students to begin learning a new language in grades P-1 and continue through grade 12 in a vertically aligned program. In Kentucky there are multiple entry points for beginning World Language study. In some school districts, students begin studying another language in elementary school. In others, world language study begins in middle school. In still other districts, world language courses are not offered until high school. The Kentucky Content for World Language Proficiency is designed to reflect this variety of multiple entry points.

How is the Kentucky Content for World Language Proficiency document organized?

The Content for World Language Proficiency document is organized by **goals** and **standards** as adopted from the National Standards for Foreign Language Learning in the 21st Century. The goals, also referenced in the Kentucky Program of Studies, are: (1) Communication, (2) Cultures, (3) Connections, and (4) Comparisons. A fifth goal, Community, is addressed within the other four. Each goal is further defined by standards.

How should the Kentucky Content for World Language Proficiency be read?

<u>**Colors**</u>

- **Primary Grades 1-3**
- **Intermediate Grades 4-5**
- **Middle School Grades 6-8**
- **High School – two years or units of study.**

Numbers and Letters

The numerical and alphabetical notations refer to the Content, Entry Point, Current Level of Study, Goals, Standards, and Proficiency Stage.

Content   **Goals and Standards**

    WL   = world language   1.1 = Goal 1, Standard 1

Entry point / current level of study		Proficiency Stage	
P	= preschool and primary grades	B	= Beginning
I	= intermediate grades	D	= Developing
M	= middle school	E	= Expanding
H	= high school	R	= Refining

For example, **WL-IH-3.1.D2** means:

WL = World Language

IH = Language study was begun in the intermediate grades and has continued into high school

3.1 = Goal 3 (Connections) Standard 1 (Students reinforce and further their knowledge of other disciplines through the target language.)

D2 = Developing stage for the second competence listed.

Is two years study of a world language enough?

It depends on the desired level of proficiency. With two years of world language study a student can be introduced to a language and culture and develop some basic communicative skills. A student can benefit from greatly from additional years of world language study in high school, particularly content-based, Advanced Placement, and International Baccalaureate courses. However, it was decided to base this Guide on only two years of high school study to **reflect** the **minimum requirements** of the pre-college curriculum as determined by the Kentucky Council for Postsecondary Education. *In no way, should a student with only 2 years study of a world language be presumed to demonstrate proficiency beyond that of a basic beginner.* Additional study is needed to gain communicative proficiency and cultural literacy.

Kentucky Content for World Language Proficiency in
Primary Grades Grades 1-3

Based on a minimum of 75 minutes class time per week.

Communication

1.1 *Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

WL-P-1.1.B1	Express simple courtesies, basic needs, states of being, and likes and dislikes.
WL-P-1.1.B2	Respond to simple one-on-one interactions, simple questions and simple requests.
WL-P1.1.B3	Ask simple questions and make simple requests.
WL-P-1.1.B4	Give and follow directions in familiar contexts.

1.2 *Students will be able to understand and interpret written and spoken language on a variety of topics.*

WL-P-1.2 B1	Follow familiar oral directions and commands.
WL-P-1.2.B2	Make identifications based on simple oral descriptions.
WL-P-1.2.B3	Understand words and sentences about familiar subjects.
WL-P-1.2.B4	Use some aural, visual and contextual clues to derive meaning.

1.3 *Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.*

WL-P-1.3.B1	Give simple directions, commands, and instructions.
WL-P-1.3.B2	Present short, simple, oral descriptions of familiar people, places, and things.
WL-P-1.3.B3	Present simple prepared material (e.g. poems, dialogues, songs) to audiences.
WL-P-1.3.B4	Retell a simple story in steps.

<u>**Cultures**</u>

2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.*

WL-P-2.1.B1	Identify some common practices of the target culture(s).
WL-P-2.1.B2	Recognize language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-P-2.1.B3	Identify common words, phrases and idioms that reflect target cultures.

2.2 Students demonstrate an understanding of the relationships between products and perspectives of the culture(s) studied.

WL-P-2.2.B1	Identify some common products (e.g., coins, costumes) of target culture(s).
WL-P-2.2.B2	Identify some expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-P-2.2.B3	Identify some objects, images and symbols of target culture(s) (e.g., Aztec calendar, *leiderhosen*).

Connections

3.1 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-P-3.1.B1   Identify some information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge. *Sample Connections to Core Content for Assessment:* **Math**—MA-E-2.1.2—Basic Two Dimensional Shapes including circles, triangles, all quadrilaterals, pentagons, hexagons and octagons. **Math**—MA-E-2.2.1—Sort objects and compare attributes. **Science**—SC-E-3.2.1—Plants and animals have life cycles that include the beginning of life, growth and development, reproduction, and death. The details of a life cycle are different for different organisms. **Social Studies**—SS-E-2.1.1—Language, music, art, dress, food, stories, and folktales help define culture and may be shared among various groups. **Arts & Humanities**—AH-E-1.1.23— Sing rote melodies accurately. **Practical Living**—PL-E-1.4.1— Nutritious foods play a role in the growth of healthy bodies.

3.2 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-P-3.2.B1   Extract some information from sources intended for native speakers (e.g., folktales, songs, poems).

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

WL-P-4.1.B1   Begin to identify some sound patterns of target language and compare them to students' own languages.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

WL-P-4.2.B1   Identify some characteristics of target culture(s) and compare them to students' own culture.
WL-P-4.2.B2   Identify some behavioral patterns in target culture(s) and compare them to students' own culture.

Kentucky Content for World Language Proficiency for students who begin language study in
Intermediate Grades 4 and 5

The following chart reflects learning based on a weekly minimum of 90 minutes instruction in grades 4 and 5.

Communication

1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

WL-I-1.1.B1	Express simple courtesies, basic needs, states of being, and likes and dislikes.
WL-I-1.1.B2	Respond to simple one-on-one interactions, simple questions and simple requests.
WL-I-1.1.B3	Ask simple questions and make simple requests.
WL-I-1.1.B4	Give and follow directions in familiar contexts.
WL-I-1.1.B5	Incorporate some appropriate gestures in conversations.
WL-I-1.1.B6	Create simple descriptions within familiar contexts.
WL-I-1.1.B7	Exchange information on familiar topics with peers and others.

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

WL-I-1.2.B1	Follow familiar oral directions and commands.
WL-I-1.2.B2	Make identifications based on simple oral descriptions.
WL-I-1.2.B3	Understand words and sentences about familiar subjects.
WL-I-1.2.B4	Use some aural, visual and contextual cues to derive meaning.
WL-I-1.2.B5	Follow simple oral and written instructions.
WL-I-1.2.B6	Understand simple written communications (e.g., notes, invitations, e-mails).
WL-I-1.2.B7	Read and understand the main ideas in short passages that are highly contextualized.
WL-I-1.2.B8	Identify main ideas and some details in material related to areas of interest and study.

1.3   Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

WL-I-1.3.B1	Give simple directions, commands, and instructions.
WL-I-1.3.B2	Present short, simple, oral descriptions of familiar people, places, and things.
WL-I-1.3.B3	Present simple prepared material (e.g. poems, dialogues, songs) to audiences.
WL-I-1.3.B4	Retell a simple story in steps.
WL-I-1.3.B5	Write short descriptions of familiar people, places, and things.
WL-I-1.3.B6	Write simple personal communications (e.g., notes, invitations, letters to pen/e-pals).

Cultures

2.1 ***Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.***

WL-I-2.1.B1	Identify some common practices of the target culture(s).
WL-I-2.1.B2	Recognize language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-I-2.1.B3	Identify common words, phrases and idioms that reflect target culture(s).
WL-I-2.1.B4	Identify some commonly held generalizations about target culture(s).

2.2 ***Students demonstrate an understanding of the relationships between products and perspectives of the culture(s) studied.***

WL-I-2.2.B1	Identify some products (e.g., coins, costumes) of target culture(s).
WL-I-2.2.B2	Identify some expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-I-2.2.B3	Identify some objects, images and symbols of target culture(s) (e.g., Aztec calendar, leiderhosen).

Connections

3.1 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-I-3.1.B1	Identify some information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-I-3.1.B2	Use some information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.

Sample Connections to Core Content for Assessment:
Science—SC-E-3.2.2— Plants and animals closely resemble their parents at sometime in their life cycle. Some characteristics (e.g., the color of flowers, the number of appendages) are passed to offspring. Other characteristics are learned from interactions with the environment such as the ability to ride a bicycle, and these cannot be passed on to the next generation.
Social Studies—SS-E-4.1.2— Every point on Earth has an absolute location defined by latitude and longitude and a relative location as compared to other points on the Earth's surface.

3.2 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-I-3.2.B1	Extract some information from sources intended for native speakers (e.g., folktales, songs, poems.)

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

WL-I-4.1.B1	Identify some sound patterns of target language and compare them to students' own languages.
WL-I-4.1.B2	Identify some structural patterns of target language and compare them to students' own languages
WL-I-4.1.B3	Identify some idiomatic expressions of target language and compare them to students' own languages.
WL-I-4.1.B4	Identify some linguistic connections between languages.
WL-I-4.1.B5	Apply, within limited contexts, sound patterns of target language.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

WL-I-4.2.B1	Identify some characteristics of target culture(s) and compare them to students' own culture.
WL-I-4.2.B2	Identify some behavioral patterns in target culture(s) and compare them to students' own culture.
WL-I-4.2.B3	Identify some signs and symbols of target culture(s) and compare them to students' own culture.

Kentucky Content for World Language Proficiency for students who begin language study in
Middle School Grades 6-8

The following chart reflects learning based on a weekly minimum of 90 minutes instruction in grade 6 and 150 minutes instruction in grades 7 and 8.

Communication

1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

WL-M-1.1.B1	Express simple courtesies, basic needs, states of being, and likes and dislikes.
WL-M-1.1.B2	Respond to simple one-on-one interactions, simple questions and simple requests.
WL-M-1.1.B3	Ask simple questions and make simple requests.
WL-M-1.1.B4	Give and follow directions in familiar contexts.
WL-M-1.1.B5	Incorporate some appropriate gestures in conversations.
WL-M-1.1.B6	Create simple descriptions within familiar contexts.
WL-M-1.1.B7	Exchange information on familiar topics with peers and others.
WL-M-1.1.B8	Qualify likes and dislikes.
WL-M-1.1.B9	Elaborate on needs.
WL-M-1.1.B10	Interact in basic survival situations.

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

WL-M-1.2 B1	Follow familiar oral directions and commands.
WL-M-1.2.B2	Make identifications based on simple oral descriptions.
WL-M-1.2.B3	Understand words and sentences about familiar subjects.
WL-M-1.2.B4	Use some aural, visual and contextual clues to derive meaning.
WL-M-1.2.B5	Follow simple oral and written instructions.
WL-M-1.2.B6	Understand simple written communications (e.g., notes, invitations, e-mails).
WL-M-1.2.B7	Read and understand the main ideas in short passages that are highly contectualized.
WL-M-1.2.B8	Identify main ideas and some details in material related to areas of interest and study.
WL-M-1.2.B9	Identify specific information in some authentic, age-appropriate material.
WL-M-1.2.B10	Understand basic topic and some details from information provided by speakers sympathetic to second language learners.
WL-M-1.2 D1	Follow series of more complex and longer directions, instructions and commands.

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

WL-M-1.3.B1	Give simple directions, commands, and instructions.
WL-M-1.3.B2	Present short, simple, oral descriptions of familiar people, places, and things.
WL-M-1.3.B3	Present simple prepared material (e.g. poems, dialogues, songs) to audiences.
WL-M-1.3.B4	Retell a simple story in steps.
WL-M-1.3.B5	Write short descriptions of familiar people, places, and things.
WL-M-1.3.B6	Write simple personal communications (e.g., notes, invitations, letters to pen/e-pals).
WL-M-1.3.B7	Summarize main ideas of selected authentic, contextualized material (e.g., stories, TV commercials, web sites).
WL-M-1.3.B8	Write simple open responses answers (e.g., List animals whose habitat is in the wild and tell why a domestic pet could not survive).
WL-M-1.3.B9	Narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).

<u>**Cultures**</u>

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

WL-M-2.1.B1	Identify some common practices of the target culture(s).
WL-M-2.1.B2	Recognize language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-M-2.1.B3	Identify common words, phrases and idioms that reflect target cultures.
WL-M-2.1.B4	Identify some commonly held generalizations about target culture(s).
WL-M-2.1.B5	Identify some social, geographic, and political factors that impact cultural practice.
WL-M-2.1.B6	Identify some differences and similarities in cultural practices among same-language cultures.
WL-M-2.1.B7	Produce some language and behaviors appropriate to target culture(s).

2.2 Students demonstrate an understanding of the relationships between products and perspectives of the culture(s) studied.

WL-M-2.2.B1	Identify some common products (e.g., coins, costumes) of target culture(s).
WL-M-2.2.B2	Identify some expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-M-2.2.B3	Identify some objects, images and symbols of target culture(s) (e.g., Aztec calendar, *leiderhosen*).
WL-M-2.2.B4	Identify some contributions and beliefs of target culture(s) as reflected in its products and contributions (e.g. *Ojo de Dios*).

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the target language.

WL-M-3.1.B1	Identify some information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-M-3.1.B2	Use some information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.

Sample Connections to Core Content for Assessment:
Math—MA-M-1.2.1—Add, subtract, multiply and divide rational numbers to solve problems.
Social Studies—SS-M-2.1.1— Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.
Arts & Humanities—AH-M-4.1.39—Describe subject matter: landscape, portrait, still life, abstract and non-objective.
Practical Living—PL-M-3.1.1— A comparison of needs vs. wants will influence consumer decisions.

3.3 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-M-3.2.B1	Extract some information from sources intended for native speakers (e.g., folktales, songs, poems).
WL-M-3.2.B2	Use authentic sources (e.g., newspapers, magazines, TV programs) to identify some perspectives of target cultures.

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

WL-M-4.1.B1	Identify some sound patterns of target language and compare them to students' own languages.
WL-M-4.1.B2	Identify some structural patterns of target language and compare them to students' own languages
WL-M-4.1.B3	Identify some idiomatic expressions of target language and compare them to students' own languages.
WL-M-4.1.B4	Identify some linguistic connections between languages.
WL-M-4.1.B5	Apply, within limited contexts, sound patterns of target language.
WL-M-4.1.B6	Apply, within limited contexts, structural patterns of target language.
WL-M-4.1.D1	Apply in a variety of contexts, sound patterns of target language.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

WL-M-4.2.B1	Identify some characteristics of target culture(s) and compare them to students' own culture.
WL-M-4.2.B2	Identify some behavioral patterns in target culture(s) and compare them to students' own culture.
WL-M-4.2.B3	Identify some signs and symbols from target culture(s) and compare them to students' own culture.
WL-M-4.2.B4	Identify some contributions from target culture(s) and their impact on students' own culture.

Kentucky Content for World Language Proficiency for 2 High School units

The following chart reflects the minimum 2-year pre-college curriculum proficiency required of students beginning world language study in high school.

Communication

1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

WL-H-1.1.B1	Express simple courtesies, basic needs, states of being, and likes and dislikes.
WL-H-1.1.B2	Respond to simple one-on-one interactions, simple questions and simple requests.
WL-H-1.1.B3	Ask simple questions and make simple requests.
WL-H-1.1.B4	Give and follow directions in familiar contexts.
WL-H-1.1.B5	Incorporate some appropriate gestures in conversations.
WL-H-1.1.B6	Create simple descriptions within familiar contexts.
WL-H-1.1.B7	Exchange information on familiar topics with peers and others.
WL-H-1.1.B8	Qualify likes and dislikes.
WL-H-1.1.B9	Elaborate on needs.
WL-H-1.1.B10	Interact in basic survival situations.
WL-H-1.1.D1	Support opinions.
WL-H-1.1.D2	Request and provide simple clarifications.
WL-H-1.1.D3	Begin to use different ways to express the same idea (circumlocution).
WL-H-1.1.D4	Create oral descriptions with some detail within familiar contexts.
WL-H-1.1.D5	Ask and respond to open-ended questions within familiar contexts.
WL-H-1.1.D6	Give and follow directions in some unfamiliar situations.

1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.

WL-H-1.2 B1	Follow familiar oral directions and commands.
WL-H-1.2.B2	Make identifications based on simple oral descriptions.
WL-H-1.2.B3	Understand words and sentences about familiar subjects.
WL-H-1.2.B4	Use some aural, visual and contextual clues to derive meaning.
WL-H-1.2.B5	Follow simple oral and written instructions.
WL-H-1.2.B6	Understand simple written communications (e.g., notes, invitations, e-mails).
WL-H-1.2.B7	Read and understand the main ideas in short passages that are highly contectualized.
WL-H-1.2.B8	Identify main ideas and some details in material related to areas of interest and study.
WL-H-1.2.B9	Identify specific information in some authentic, age-appropriate material.
WL-H-1.2.B10	Understand basic topic and some details from information provided by speakers sympathetic to second language learners.
WL-H-1.2.D1	Follow series of more complex and longer directions, instructions and commands.
WL-H-1.2.D2	Understand simple formal written communication (e.g., travel documents, letters, forms).
WL-H-1.2.D3	Identify main idea and supporting details in authentic, age appropriate text material (e.g., magazines, simple short stories).
WL-H-1.2.D4	Identify basic topic and some details from oral information (conversation, short recorded passages, commercials, TV program segments, etc.)

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

WL-H-1.3.B1	Give simple directions, commands, and instructions.
WL-H-1.3.B2	Present short, simple, oral descriptions of familiar people, places, and things.
WL-H-1.3.B3	Present simple prepared material (e.g. poems, dialogues, songs) to audiences.
WL-H-1.3.B4	Retell a simple story in steps.
WL-H-1.3.B5	Write short descriptions of familiar people, places, and things.
WL-H-1.3.B6	Write simple personal communications (e.g., notes, invitations, letters to pen/e-pals).
WL-H-1.3.B7	Summarize main ideas of selected authentic contextualized material (e.g., stories, TV commercials, web sites).
WL-H-1.3.B8	Write simple open responses answers (e.g., List animals whose habitat is in the wild and tell why a domestic pet could not survive).
WL-H-1.3.B9	Narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).
WL-H-1.3.D1	Explain a process based on prior knowledge and/or experiences (e.g., how to check your e-mail when not at home).
WL-H-1.3.D2	Produce some formal written communications (e.g., thank-you letter, stories, summaries).
WL-H-1.3.D3	Provide descriptions, using complex sentences, orally and/or in writing.
WL-H-1.3.D4	Present information from authentic sources (e.g., describe a painting using the elements of art and the principles of design).
WL-H-1.3-D5	Narrate simple present, past and future events (e.g., recount weekend activities).

<u>**Cultures**</u>

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

WL-H-2.1.B1	Identify some common practices of the target culture(s).
WL-H-2.1.B2	Recognize language and behaviors (e.g., signs of greetings, body language) appropriate to target culture(s).
WL-H-2.1.B3	Identify common words, phrases and idioms that reflect target cultures.
WL-H-2.1.B4	Identify some commonly held generalizations about target culture(s).
WL-H-2.1.B5	Identify some social, geographic, and political factors that impact cultural practice.
WL-H-2.1.B6	Identify some differences and similarities in cultural practices among same-language cultures.
WL-H-2.1.B7	Produce some language and behaviors appropriate to target culture(s).
WL-H-2.1.D1	Describe some cultural characteristics and behaviors among same-language cultures.
WL-H-2.1.D2	Describe some social and geographic (e.g., climate) factors that impact social practices (e.g., *Bonhomme de neige* used in Quebec's celebration of Carnaval).
WL-H-2.1D3	Begin to identify the relationship between some common practices and the perspectives of the target culture(s).

2.2 Students demonstrate an understanding of the relationships between products and perspectives of the culture(s) studied.

WL-H-2.2.B1	Identify some common products (e.g., coins, costumes) of target culture(s).
WL-H-2.2.B2	Identify some expressive forms (e.g., dance, artwork, songs) and contributions of target culture(s).
WL-H-2.2.B3	Identify some objects, images and symbols of target culture(s) (e.g., Aztec calendar, *leiderhosen*).
WL-H-2.2.B4	Identify some contributions and beliefs of target culture(s) as reflected in its products and contributions (e.g. *Ojo de Dios*).
WL-H-2.2.D1	Explain familiar objects, images and symbols of target culture(s) (e.g., the Mexican flag).
WL-H-2.2.D2	Identify economic and social impact of some products (e.g., music, soccer) on world markets.
WL-H-2.2.D3	Describe some expressive forms of culture (e.g., art, literature, music, drama, dance).
WL-H-2.2.D4	Begin to identify the relationship between some common products and the perspectives of the target culture(s).

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the target language.

WL-H-3.1.B1	Identify some information and skills from other disciplines and apply them in language classrooms to reinforce and further their knowledge.
WL-H-3.1.B2	Use some information and skills acquired in the target language to reinforce knowledge, concepts and skills learned in core content areas.
WL-H-3.1.D1	Identify some information in target language resources for use in other disciplines.
WL-H-3.1.D2	Transfer and apply, within limited contexts, some information and skills common to world language classrooms and other disciplines.

Possible Connections to Core Content for Assessment:

Math—MA-H-4.3.5— Students will show how equations and graphs are models of the relationship between two real-world quantities (e.g., the relationship between degrees Celsius and degrees Fahrenheit).

Social Studies—SS-H-4.2.3— People can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

Arts & Humanities—AH-H-4.1.31— Describe works of art using appropriate terminology.

Practical Living—PL-H-1.1.1— There are behaviors (e.g., constructive communication; fulfilling commitments; cooperation; demonstrating healthy ways to express needs, wants, feelings) that show respect and responsibility to self and others.

3.2 Students acquire information and recognize distinctive viewpoints only available through target language and its cultures.

WL-H-3.2.B1	Extract some information from sources intended for native speakers (e.g., folktales, songs, poems).
WL-H-3.2.B2	Use authentic sources (e.g., newspapers, magazines, TV programs) to identify some perspectives of target culture(s).
WL-H-3.2.D1	Apply some information from sources intended for native speakers (e.g., menus, horoscopes, search engines, software programs).

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

WL-H-4.1.B1	Identify some sound patterns of target language and compare them to students' own languages.
WL-H-4.1.B2	Identify some structural patterns of target language and compare them to students' own languages
WL-H-4.1.B3	Identify some idiomatic expressions of target language and compare them to students' own languages.
WL-H-4.1.B4	Identify some linguistic connections between languages.
WL-H-4.1.B5	Apply, within limited contexts, sound patterns of target language.
WL-H-4.1.B6	Apply, within limited contexts, structural patterns of target language.
WL-H-4.1.D1	Apply in a variety of contexts, sound patterns of target language.
WL-H-4.1.D2	Identify some examples of how languages influence one another.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

WL-H-4.2.B1	Identify some characteristics of target culture(s) and compare them to students' own culture.
WL-H-4.2.B2	Identify some behavioral patterns in target culture(s) and compare them to students' own culture.
WL-H-4.2.B3	Identify some signs and symbols from target culture(s) and compare them to students' own culture.
WL-H-4.2.B4	Identify some contributions from target culture(s) and their impact on students' own cultures.
WL-H-4.2.D1	Identify and begin to explain some differences between target culture(s) and students' own culture.

KENTUCKY WORLD LANGUAGE PERFORMANCE DESCRIPTIONS

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	STRUGGLES TO MEET EXPECTATIONS
Interpersonal Mode of Communication	Student demonstrates a broad use of connected ideas in present and other time frames in order to narrate and describe orally or in writing within a defined context. Student demonstrates a broad-based ability to interact effectively with others, with the understanding that there may still be a limited range of linguistic inaccuracies. Student demonstrates fluency and effective pronunciation and intonation patterns in order to be understood by a native speaker accustomed to interacting with language learners. Student asks a variety of clarifying questions. Student demonstrates some ability to circumlocute, paraphrase and use other strategies to sustain communication with a native speaker accustomed to interacting with language learners.	Student demonstrates the use of connected ideas in present and other time frames in order to narrate and describe orally or in writing within a defined context. Student demonstrates a limited ability to interact effectively with others, with the understanding that there may still be a limited range of linguistic inaccuracies. Student demonstrates some fluency and effective pronunciation and intonation patterns in order to be understood by a native speaker accustomed to interacting with language learners Student demonstrates asks some clarifying questions. Student demonstrates limited ability to circumlocute, paraphrase and use other strategies to sustain communication with a native speaker accustomed to interacting with language learners.	Student demonstrates the use of connected words and phrases primarily in the present tense to be understood by those very accustomed to interacting with language learners. Student demonstrates little fluency and or appropriate pronunciation in order to be understood by those very accustomed to interacting with language learners. Student seldom asks clarifying questions. Student rarely circumlocutes, paraphrases and/or uses other strategies to sustain communication	Student relies primarily on memorized phrases and short sentences during highly predictable interactions on varying familiar topics. Student demonstrates need for contextual clues, visuals, repetition and paraphrasing in order to understand. Student rarely, if ever, asks clarifying questions. Student relies mostly on words, phrases and simple sentences to communicate.

Presentational Mode of Communication	Student formulates and delivers oral and written presentations on a wide variety of topics with sufficient accuracy and language control so that native and non-native listeners and readers understand most of what is presented.	Student formulates and delivers oral and written presentations on familiar topics (i.e., core content for assessment, target language cultures, personal information) with sufficient accuracy and language control so that listeners and readers used to working with language learners understand most of what is presented. *(oral accuracy = pronunciation & intonation;* oral language control = fluency, use of strategies such as circumlocution, restatements, paraphrasing, and error correction; *written accuracy = grammatical structure, capitalization, pronunciation, character formation; written language control = use of vocabulary, idioms, word choice for meaning, etc.)*	Student formulates and delivers oral and written presentations on familiar topics with minimal accuracy and language control so that listeners and readers used to working with language learners understand most of what is presented.	Student formulates and delivers oral and written presentations on assigned topics with accuracy and language control so minimal that understanding is limited primarily to listeners and readers used to working with the individual learners.

KENTUCKY WORLD LANGUAGE PERFORMANCE DESCRIPTIONS cont.

Interpretive Mode of Communication	Student demonstrates thorough comprehension of simple stories, personal correspondence and other decontextualized print. Student demonstrates comprehension of main ideas and significant details of completes narratives and conversations found in products of the target cultures (TV, radio, video, computer-generated presentations). Student uses knowledge of language structures to deduce meaning and unfamiliar contexts. Student understands a wide range of vocabulary on a variety of familiar topics and many common idiomatic expressions	Student demonstrates sufficient comprehension of simple stories, personal correspondence and other contextualized print. Demonstrates comprehension of main ideas and some details of simple narratives and conversations found in products of the target cultures (TV, radio, video, computer-generated presentations). Student demonstrates ability to derive meaning by comparing target language structures with those of native language. Student understands an expanded range of vocabulary on a variety of familiar topics and some common idiomatic expressions.	Student demonstrates limited comprehension of simple stories, personal correspondence and other contextualized print. Student demonstrates limited comprehension of main ideas of simple narratives and conversations found in products of the target cultures (TV, radio, video, computer-generated presentations). Student demonstrates limited ability to derive meaning by comparing target language structures with those of native language. Student understands a limited range of vocabulary on familiar topics and few common idiomatic expressions.	Student demonstrates minimal comprehension of simple stories, personal correspondence and other contextualized print. Student demonstrates minimal comprehension of main ideas of simple narratives and conversations found in products of the target cultures (TV, radio, video, computer-generated presentations). Student demonstrates minimal ability to derive meaning by comparing target language structures with those of native language. Student understands some high frequency vocabulary on a few familiar topics.

KENTUCKY WORLD LANGUAGE PERFORMANCE DESCRIPTIONS cont.

Cultures and Communities	Student applies knowledge and understanding of the perspectives, practices and products of the target cultures in order to communicate effectively within and beyond the classroom.	Student demonstrates knowledge and understanding of the perspectives, practices and products of the target cultures in order to communicate within and beyond the classroom.	Student demonstrates limited knowledge and understanding of the perspectives, practices and products of the target cultures in order to communicate within and beyond the classroom.	Student demonstrates limited knowledge of the perspectives, practices and products of the target cultures in order to communicate within and beyond the classroom.
Connections	Student reinforces and furthers their knowledge of core content through the target language. Student acquires information and recognizes the distinctive viewpoints that are only available through the language and its cultures.	Student reinforces their knowledge of core content through the target foreign language. Student acquires information and recognizes some distinctive viewpoints that are only available through the language and its cultures.	Student reinforces their knowledge of core content to a limited degree through the target language. Student acquires limited information that is only available through the foreign language and its cultures.	Student fail to reinforce and further their knowledge of other disciplines through the target language. Student fails to acquire information and recognize the distinctive viewpoints that are only available through the language and its cultures.

Program Effectiveness Review for Kentucky Schools

World Languages

-Academic Performances-Standard 1, Curriculum-

CRITERIA	SUPPORTING DATA
Standard 1: **The school develops and implements an effective, responsive curriculum that is rigorous, intentional, articulated, integrated and aligned to state standards.**	
In the space below, provide data that indicate the extent to which . . .	
CRITERIA	**SUPPORTING DATA**
Development, alignment and adjustment	
___1.1 The Foreign Language curriculum is aligned with Kentucky's *Academic Expectations*, *Program of Studies*, and national standards.	
___1.2 The Foreign Language curriculum is aligned and articulated horizontally within the school and vertically within elementary, middle and high schools.	

POSSIBLE DATA SOURCES

- Principal, Teacher, Parent, Student and Other Stakeholder Interviews **Int-Pr, T, S, O**
- Departmental Meeting Notes, Minutes, Agendas **Dpt**
- Lesson Plans **LP**
- Classroom and/or Laboratory Observation **Ob**
- Implementation and Impact Check **I & I**
- School and/or District Consolidated Plans **CP**
- Curriculum and Instruction Documents **CI**
- Course Syllabi **Syl**
- School Web sites **Wb**
- Individual Education Programs **IEP**, 504 Plans, Extended School Service **Plans ESS**, Gifted and Talented Service Plans **GT**
- Assessment Results **CATS**
- Supply Requisitions and Purchase Orders **PO**
- Student Work **SW**
- Textbook and Other Instructional Materials **TI**
- Student Evaluations of Teachers and Courses **SE**

SP (Satisfactory Progress), IN (Improvement Needed), NS (Not Satisfactory)

___1.3 The Foreign Language curriculum includes the five strands of Communications, Culture, Connections, Comparisons, and Community.	
___1.4 The Foreign Language curriculum is adjusted based on formal and informal student performance measures (e.g., oral and written quizzes, tests, student work, anecdotal records).	
___1.5 The Foreign Language curriculum promotes content-based instruction.	
___1.6 The Foreign Language curriculum is used in planning and implementing the lessons.	
___1.7 The curriculum demonstrates attention to the individual needs of all students through a differentiated curriculum (e.g., learning styles, developmental variations).	
___1.8 The curriculum reflects multicultural perspectives.	

Program Effectiveness Review for Kentucky Schools
World Languages
-Academic Performance Standard 2, Assessment

Standard 2: **The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction.**	
In the space below, provide data that indicate the extent to which . . .	

CRITERIA	SUPPORTING DATA
___2.1 Assessments and evaluations are directly related to the goals and objectives of the foreign language program.	
___2.2 Assessment tasks are varied and consistent with research-based instructional practices.	
___2.3 Teachers use various forms of documentation to report student progress, achievement, and participation in foreign language.	
___2.4 Teachers monitor student performance, provide feedback in a timely fashion, and adjust foreign language instruction accordingly.	
___2.5 Students have an opportunity to assess their own progress.	
___2.6 Assessment tasks are designed to evaluate speaking, writing, listening, and reading skills.	

___2.7 Assessment is designed to evaluate the interpersonal, interpretive, and presentational modes of communication as they relate to comprehensibility, comprehension, language control, vocabulary, cultural awareness, and communication strategies.	
___2.8 Scoring guides for foreign language assessments, including identified criteria, are developed, distributed to students, and followed.	
___2.9 Students have adequate and varied opportunity to demonstrate their understanding and skills in tasks, which are authentic, performance-based and criterion-referenced.	

Program Effectiveness Review for Kentucky Schools
World Languages
-Academic Performance Standard 3, Instruction

CRITERIA	SUPPORTING DATA
Standard 3: The school's instructional program actively engages all students by employing varied research-based on practices to improve academic performance. **In the space below, provide data that indicate the extent to which . . .**	
Strategies	
___3.1 Teachers use a variety of instructional strategies depending on the students, content, and objectives of a lesson in the foreign language curriculum (TPR, storytelling, journaling, role playing).	
___3.2 Teachers integrate and balance oral, aural, writing and reading, and cultural activities in the target language.	
___3.3 Teachers use a variety of instructional grouping patterns.	
___3.4 Technology is integrated into foreign language instruction.	
___3.5 Teachers have adequate time to plan within their department and to collaborate with others.	
___3.6 Teachers are certified for the classes they teach and have oral proficiency in the language(s) they teach.	
___3.7 Class time is adequate for teaching the program of foreign language study.	